EFFECT OF HYBRID LEARNING ON ACADEMIC ACHIEVEMENT, WELL- BEING AND PARENTAL INVOLVEMENT OF SECONDARY STUDENTS

A

REVISED SYNOPSIS

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In

Education

Submitted by

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1.0.0 INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and co-ordination across institutions and across all stages of education. (National Education Policy, 2020)

"Education, more education, education made perfect is the only panacea for our country's ills and evils. With more and real education. I daresay we can easily raise the general level of intelligence of its teeming millions, create, in its future generations, the habit of clear and deep thinking and of appreciating new values that turn the acquisitive impulse of its people from its present direction to the direction of truth." *By Revered Sir Anand Sarup Kt., August* Founder of Dayalbagh.

The largest problem facing the area of education today is not only the growth of education but also the universalization of education as well as raising the standard of education as a whole. In the past, teaching

mostly consisted of lecturing by the teacher and expecting students to be engaged intellectually but not physically. It was entirely teacher-centered, but technological advancements have acted as a catalyst for thinking about large-scale changes that will result in quality education. The spark for encouraging educators to think of novel ways to teach and for developing the kinds of schools that are currently required can come from educational technology

No doubt, technology enhances the quality of teaching learning process but it cannot replace teachers. Technology alone does not improve student's achievements; but trained teachers, school settings, smaller class size, proper content materials, cooperative learning and authentic instructions are an equally contributory factor in achievement (Johnson & Jennifer, 2005). The methodology of teaching is in a state of dynamic revolution today. Thus, without declining either of human or technology part, an attempt has been made in present study to combine the advantages from both in the form of Hybrid Instruction.

Traditional teaching is usually teacher centered in which teacher starts with an overview of the content to be covered, followed by some examples to clarify the mentioned content and finally gives the solution. Dewey, (1938) described it as being "imposed from above and from outside", the students are expected to docilely and obediently receive and believe the fixed answers.

What we need today is to define and prioritize the role of the teacher. Teacher has to keep in mind the child psychology and use different methods, strategies, styles, modes of delivery of instructions, to create an effective and interesting environment where the learner is the active participant. There is a need to transform traditional teaching and the integration of technology in the classroom is a major part of this transformation.

If we consider the current situation, COVID-19 has caused a significant shift in the way education is transacted, and recent years have seen a backlash against the educational system. The entire teaching-learning system has transitioned to an online format at this time. We used blended learning extensively before the epidemic as well, but after the pandemic the term hybrid learning took its place.

A hybrid learning environment is one where both real-world and online learners are present at the same time. To establish a flexible learning environment, this strategy incorporates both synchronous and

asynchronous learning techniques. It is important for students to continue their education after traditional class hours, whether through individual study or online discussions.

1.1.0 CONCEPT OF HYBRID LEARNING

UNESCO revealed, 'Hybrid learning can be defined as a learning approach that combines both remote learning and in-person learning to improve student experience and ensure learning continuity - it is of particular relevance during school partial reopening and in preparation for potential virus resurgence'.

Pesen (2014) defined, 'Hybrid Learning as an ideal approach for combining the strongest aspects of classroom and online learning and developing the knowledge and communication skills necessary for success.' It is inferred that the main purpose is to contribute to the learning of students by making the most effective and efficient use of the educational environment created by combining face-to-face learning with technology-supported teaching. In the hybrid learning process, face-to-face lessons are taught with in-class activities, while some activities and practices should continue outside the classroom. In order to carry out these practices outside the classroom in an appropriate way, there is a need for an auxiliary tool that can manage the distance education process (Çırak Kurt et al., 2018).

Hybrid learning, as we call it: Synchronous learning both live and online at the same time will be part of the emerging educational landscape. As a result of the COVID-19 pandemic, educators have recognized the need for some flexibility both in the current situation and in the future. While in-person instruction will remain an essential part of education for the foreseeable future, we now see the need to open multiple channels to respond not only to extreme conditions such as a global catastrophe, but also to daily disruptions to effective education. Hybrid instruction not only makes learning more accessible to the world, but also enables teachers to reach remote areas, helps students stay connected during long absences, and introduces both teachers and students to the latest communication technologies.

Hybrid delivery does not replace either approach –online or FTF– but builds from each to create new and more effective learning spaces. Also, the concept of hybrid learning is not simply a combination of online and FTF instruction, but it focuses on optimizing achievement of learning objectives by applying the "right" learning technologies to match the "right" learning to the "right" person at the "right" time (A. Meydanloglu & F. Arikan, 2014).

Hybrid Learning combines face-to-face and online teaching into one cohesive experience. Approximately half of the class sessions are on-campus, while the other half have students working online. Although that may sound like a cut-and-dry formula, a lot of planning is needed to ensure that hybrid works well, allowing its two formats to capitalize on each other's strengths. Given the unique opportunities that hybrid can offer, planning must be approached carefully. Instructors need to be familiar with not just the strengths of online and face-to-face teaching in their own rights, but also with how they can feed into each other over a longer term. Some students are unwilling to let go of the traditional way of learning. For this reason, many schools are willing to adopt the Hybrid Learning method, which combines face-to-face learning with online resources. This blended learning method meets the needs of virtually all students and has stayed relevant in education. In this study, we will learn about the hybrid method of learning and how it can help education. Hybrid Learning combines conventional classroom experiences, experimental and observational learning objectives, and online courses to deliver the best teaching method. In short, hybrid knowledge allows students to take classes both online and in person. In Hybrid Learning, students have the opportunity to choose what style suits them the most. They have the option to select either online or classroom lectures. Although this method is similar to the blended approach of learning but both are not the same.

Since Hybrid Learning is a relatively new term, there is still very little consensus when we ask "What is Hybrid Learning?" As such, it can be very confusing locking down what individuals or Institutions mean with the term.

Following our definition of hybrid learning for ViewSonic, here are a few other interpretations that are frequently used by reliable sources.

Online and Offline: One common phrase that comes up is that Hybrid Learning "overlaps" with blended learning. This means that while they may share many similarities, they are still two distinct methodologies (as opposed to hybrid learning being under the blended learning umbrella). The main difference between blended and Hybrid Learning, in this case, is that Hybrid Learning focuses on both in-person and online learning equally, while blended learning includes any unbalanced mix of the two.

Innovative Pedagogy: Another way that Hybrid Learning is defined – especially in relation to blended learning – is that it is a pedagogy or teaching strategy more than a set of processes or procedures. As

such, it represents an ideology that provides the scaffolding for a wide variety of teaching strategies that fall under the umbrella of blended learning.

Technical Spectrum: Some sources see hybrid learning as a point along a spectrum of technological adoption. The spectrum that this definition follows usually these main points: face to face, hybrid instructions, online and offline, blended learning.

1.1.1 ELEMENTS OF HYBRID LEARNING

Educational systems moving to a Hybrid Learning environment need to focus on specific elements to ensure their students and instructors have what they need to be successful. The five elements of Hybrid Learning are mentioned below: (Microsoft Educator Software, 2021).

1.1.1.1 Learning Environment

- Create a Class Team
- Select a microphone and webcam to optimize Teams calls
- Teach students how to use close captions in Teams calls
- Create your Class Notebook within Teams for sharing content and creating a
- Workspace for students
- Establish an organizational structure with channels
- Add important resources as Tabs

1.1.1.2 Class Community

- Create an introductory video
- Revise ice-breaker activities for hybrid environments
- Create a "Get Social" channel for students
- Encourage students to practice communicating in their virtual classroom
- Establish cyber safety and digital citizenship guidelines
- Foster student-to-student interaction to advance learning
- Survey parents and guardians to learn about students' needs

1.1.1.3 Lesson Design

- Utilize Backward Design to simplify content and focus on enduring
- Understandings

- Implement Universal Design for learning guidelines to personalize instruction
- Plan segmented synchronous lessons
- Create short asynchronous lessons and upload to Stream
- Use multi-modal methods of communication to share learning goals,
- Announcements, and instructions with students
- Scaffold lessons and assignments

1.1.1.4 Engagement & Interactivity

- Identify the core experiences of in-person learning and interaction that need to be translated online
- Utilize strategies to ensure that all students are active participants
- Establish methods for evaluating students' comprehension during synchronous sessions
- Examine coursework demands to ensure students' have an appropriate workload
- Pose authentic problems for students to solve
- Encourage voice, choice, and agency

1.1.1.5 Assessment & Feedback

- Create formative assessments that allow students to practice concepts
- Design alternate summative assessments that allow for voice, choice, and agency
- Provide meaningful and timely feedback with audio feedback, notes in Forms quizzes, and feedback cycles with Assignments in Teams

2.0.0 EMERGENCE OF THE PROBLEM

The COVID-19 pandemic has radically disrupted all aspects of life, including education. This disruption has left educational institutions clamoring for systems and structures that will ensure continued learning for all students. Distance learning experiences conducted by schools and universities during the pandemic revealed challenges including equity, access and capacity. With the end of the quarantine order, school systems around the world are exploring the best ways to meet at campuses and connect with students remotely.

Singh, (2017) emphasized that Hybrid and blended instruction allow students to experience both face-to-face and online learning, as well as scheduled and self-paced classwork.

Putu Desy Krisma Yani proposed that in his article, 'Current education during the pandemic has placed family engagement at the center and it has never been more important to the continuity of learning in all classroom settings. Parents take on multiple roles to meet the needs of students.'

According to Resilience and transformation for the future of learning, "a crucial component of success in a hybrid environment will be students' comfort level with communicating online and collaborating with peers. If distance and Hybrid Learning are to succeed in future iterations, students will need both more experience communicating online, and small group, emotionally safe opportunities to communicate and collaborate with peers and teachers in real time, e.g. through posts, team chats or live meetings.'' Also in hybrid mode, students on- campus for special classes, counselling, tutoring and group projects, mixed with online learning that is both synchronous and asynchronous. "Offline learning will continue to happen in schools but a hybrid model of learning will be the way forward. The digital revolution in education has been a long time coming and the pandemic has just accelerated the process. With the Internet now readily available on mobile devices, students are finding a lot of value in the ease of access and affordability of online learning," said Mukul Rustagi, co-founder and CEO, Classplus. The startup raised $65 million from Tiger Global in June this year.

As we know distance education and online learning modes are increasing day by day. In 2018, UGC also lifted a previous ban on online degree programs – a move it deems crucial for increasing the tertiary Net Enrolment Ratio (NER) to 30 percent by 2020. Online courses also play a crucial role in teacher education programs nowadays. From the above discussion it is clear that the recent growth and use of various technologies, such as CBI, CAI, Web-based learning, internet, etc., allow the students to become active participants in the learning process and cooperative/collaborative learning to take place. Students are able to discover and to interact with an almost unlimited amount of information and resources. There by enabling them to discover principles and knowledge for themselves, interpret and construct meaning based on their own experiences and interactions by self-directed inquiry, guided activity, and discovery. To sum up, the use of technology in classroom does not only universities and academic institutions have adopted Hybrid or Blended medium of instruction. This form of instruction involves both in-person meetings on campus and flexible-schedule online learning.

3.0.0 JUSTIFICATION OF THE STUDY

Modern-day era of students are 'virtual natives' they are born with the net network, and are experiencing the transition from the vintage to the brand new internet-based era, which is extra participatory, greater collaborative and semantic, and within the destiny these students might no longer conceive a passive space without interplay.

Central Board of Secondary Education (CBSE), passed a circular on 26-October-2021 for CBSE teachers, "Training on 'Hybrid Learning' for teachers of school affiliated with CBSE' In this context, Central Board of Secondary Education, Microsoft Education and Tech Avant-Garde, Global Training Partner of Microsoft, have taken an initiative to educate schools on how to manage these uncertain times by training teachers on "Hybrid Learning". They invited two teachers from each CBSE affiliated school. The training program was conducted over a period of five days. The teachers attending this program must have basic knowledge of technology. After the completion this training program successfully, they will be certified and also shall be eligible for consultation.

Our Prime Minister Narendra Modi has called for, "Hybrid way of schooling should be developed" on May 2022. He suggested that such a Hybrid method of education, which includes online and offline education should be develop to save school going children from the excessive burden of technology.

Prime Minister also said in review meeting on the New Education Policy (NEP, 2020) that it is being implemented with the goals of access, sharing, inclusion and quality. Many major reforms have been initiated in this policy ranging from locating the out-of-school children and bringing them into the mainstream to providing multiple options for 'enter and exit' in educational system.

Therefore, it is essential to introduce and expand a new culture of knowledge, based on active users who are able to create, search, analyze, communicate and share information and knowledge. In this respect, Hybrid Learning constitutes a strategic environment which facilitates the adoption of the new educational paradigm based on active learning. The recent appearance of books, trade magazines and general articles, conferences and campus initiatives focusing on Hybrid Learning would lead one to believe that a new educational phenomena has been discovered. It is, therefore, essential to understand the critical importance of effectively utilizing new information and communication technologies to meet

the growing need for a more sophisticated Labour force, manage information systems, and contribute to most of the odds such as hunger, education crisis, child exploitation or the poverty in total.

Open Learning Management System (OLMS) E-think, (2021) defines that Hybrid Learning as "A way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasizes using the best option for each learning objective." Given this, a Hybrid Learning model can vary drastically from situation to situation, depending on the subject matter and the specific needs of each learner.

ViewSonic Corporation, (2021) explains that Hybrid Learning "focuses more on bridging the physical classroom and virtual learning spaces closer together into a more complete education. Put another way, hybrid Learning is a form of synchronous learning that happens both physically and remotely."

Cloudshare Enterprise also narrates into a different way, explaining that while blended learning "focuses on a set ratio and combination of offline and online instruction", hybrid learning "seeks to find a flexible balance of online and offline that promotes the best experience, even down to individual learners''. Hybrid learning can also help to reduce digital fatigue. According to a recent study in the UK, 41% of people are now suffering from 'digital fatigue' as a result of remote working. The study posits that is because people are unable to chat with colleagues, collaborate on tasks, and participate in everyday activities. Without these "dynamic environments", we are exposed to fewer opportunities to create "learning connections in the brain".

Allen and Seaman, (2003) found that, "The rate of growth of hybrid courses is exceeding that of fully online courses. They also forecasted that Hybrid Learning will make a sizable impact on the future of higher education. Hybrid learning environments have been shown to address the frustrations and limitations resulting from the separation of tutor and tutee commonly found with fully online education.

John R. Bourne, (2005) a professor of electrical and computer engineering at Franklin W. Olin College of Engineering and editor of the Journal of Asynchronous Learning Networks, was quoted in Young (2002) as having said, "Within five years, you'll see a significant number of classes that are available in a Hybrid Fashion…. I would guess that somewhere in the 80- to 90- percent range of classes could sometime become Hybrid." The benefits of Hybrid Learning are increasingly being realized as an escalating number of courses demonstrate the blended format to be a viable, even exemplary, mode of

instruction. Enrollment in hybrid courses remains high, and the reported rates of student satisfaction indicate that learners by and large view such courses favorably.

Campos and Harasim, (1999) found that the majority of students surveyed preferred mixed-mode learning experiences. Research by Dziuban and Moskal, (2001) indicated that Hybrid Courses yielded success rates equal to and, in many cases, greater than their fully online or face-to-face counterparts. Wu and Hiltz (2004) revealed that hybrid courses that utilized asynchronous means of communications improved students' perception of learning.

According to Bhatti, Tubaisahat, and El-Quawasmeh, (2005) who examined the perceptions of female students in regards to Hybrid Learning, student satisfaction increased with mixed-mode learning while the students' dependency on the instructor for assistance decreased. They explained that online materials provided students with the resources to seek out answers independent of the instructor. Rivera, McAlister, and Rice, (2002) who surveyed student satisfaction among the three modes of learning (face to face, fully online, and hybrid), found that student satisfaction was the highest with the Hybrid Learning model and that test scores were the same for all three methods of delivery. The Hybrid teaching method may eventually become the norm in higher education.

Young, (2002) who examined hybrid and fully online teaching at several universities, concluded that among the three modes of instruction (face to face, fully online, and hybrid) the hybrid model posed the most substantive benefits for teaching and learning.

After going through of previous research-studies related to Hybrid Learning, there are some research question which arose in the mind of the researcher in the context of Hybrid Learning as mention below:

1. Does Hybrid Learning have an impact on students' academic performance?
2. What is the effect of Hybrid Learning on well- being of students?
3. What is the opinion of parents have on Hybrid Learning?
4. How does Hybrid Learning motivate students in present scenario?

4.0.0 STATEMENT OF THE PROBLEM

On the basis of above mentioned research questions, the researcher has decided to work on Hybrid Leaning and its impact on students' Achievement, well-being as well as parents opinion. The statement of the problem is mentioned below:

"Effect of Hybrid Learning on Academic Achievement, Well- Being and Parental Involvement of Secondary Students''.

5.0.0 DEFINITION OF TERMS USED IN THE STUDY

5.1.1 HYBRID LEARNING

According to Kinshuk, (2010), "In Hybrid Learning classroom, one group follows the course on campus and simultaneously another group follows the same course remotely or synchronous mode''.

Operational Definition: According to the researcher the term Hybrid Learning is a one such online teaching method of learning by which we provide knowledge and content to students in synchronous and asynchronous modes as it depends on the situation, as per the feasibility of situation a teacher may impart his/her lesson through online/offline mode by using some online/offline equipment and tools.

5.1.2 ACADEMIC ACHIEVEMENT

According to (Kell, et al., 2013), "Academic Achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later."

Operational Definition: According to the researcher the term Academic Achievement involves performance of students in context to commerce subject as measured through their test scores and continuous assessments.

5.1.3 WELL- BEING

According to Oxford English Dictionary, (2015) "the state of being comfortable, healthy, or happy''.

According to Fraillon, (2004) Student Well- Being is the degree to which a students is functioning effectively in the school.

Operational Definition: According to the researcher the term Well- Being include state of mind, physical security, mental security, social security and stability, which indicate contribute for them as being a part of positive connection with themselves and simultaneously among society.

5.1.4 PARENTAL INVOLVEMENT

According to Black, (2009) "Parantal Involvement usually refers to the practices of parents, caregivers and guardians when they support their school-aged children. Familial involvement is another term used

to identify parents, caregivers and guardians who support children enrolled in some form of virtual schooling."

Operational Definition: According to the researcher the term Parental Involvement is meant opinion of parents towards online/offline mode of education, provide gadgets, facility of internet by which their ward might be well equipped to have access teaching- learning experience through online/offline mode.

5.1.5 SECONDARY STUDENTS

According to National Education Policy, (2020) Secondary stage classes IX to XII, covering the ages of 14 to 18 years. It is again subdivided into two parts: Classes IX and X covering the first phase while Classes XI and XII covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study and multiple options of subjects will be provided to students.

Operational Definition: In the present study secondary students refers to those students who are covering the age group of 16 to 18 and studying in XI and XII standard of Education in the system 5+3+3+4 level of education and preparing themselves for the public examination.

6.0.0 OBJECTIVES OF THE STUDY

The objectives of the present study are as mentioned below:

1) To study the effect of Hybrid Learning on Academic Achievement of secondary level students.

2) To find out the effect of Hybrid Learning on Well- Being of secondary level students.

3) To study the effect of Hybrid Learning towards Parantal Involvement of secondary level students.

7.0.0 HYPOTHESES OF THE STUDY

Hα1: There will be a significant effect of Hybrid Learning on Academic Achievement of students at secondary level.

Hα2: There will be a significant effect of Hybrid Learning on Well- Being of students at secondary Level.

Hα3: There will be a significant effect of Hybrid Learning on Parantal Involvement of students at secondary level.

7.0.0 DELIMITATION OF THE STUDY

The study will be limited to the following points:

- Secondary Schools of DEI Board (Dayalbagh Educational Institute, Deemed University) of REI Intermediate College, Dayalbagh, Agra, and Rajaborari, (M.P) and Timarni, (M.P) ICT Centers.
- Study will be conducted on XI class students only.
- Study will be delimited to commerce subject only.

9.0.0 VARIABLES OF THE STUDY

The variables related to present study would be classified as:

Independent variable: Hybrid Learning

Dependent variables: 1. Academic Achievement

2. Well- Being

3. Parental Involvement

Control variables: 1. Age and Grade

2. Classroom climate

10.0.0 SAMPLE AND SAMPLING TECHNIQUE

The process of sample selection in the present research will be as follows:

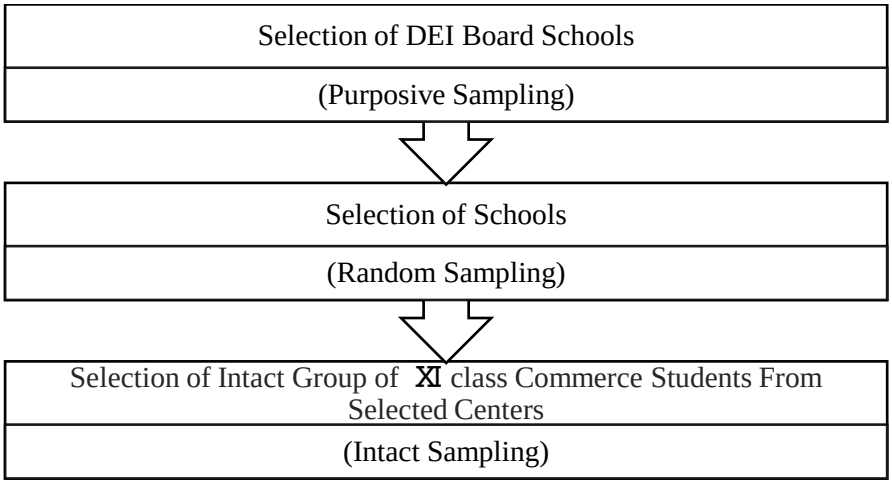
Selection of DEI Board Schools
(Purposive Sampling)
Selection of Schools
(Random Sampling)
Selection of Intact Group of XI class Commerce Students From Selected Centers
(Intact Sampling)

Figure 1: Selection of the sample

11.0.0 METHOD OF THE STUDY

For the achievement of above mentioned objectives Pre-Experimental Research method will be used and Single group Pre-test & Post-test design will be used for the present study.

The Pre experimental designs are considered as simplest and basic all research designs. The suffix 'experimental' affirms to the fact that the experimenter manipulates an independent variable to see its

impact upon a dependent variable. However, the prefix ‘pre’ affirms the fact that these designs fail to include a control group (Sharma, Rana & Ghai. 2019).

12.0.0 DESIGN OF THE EXPERIMENT

Through Hybrid Learning, Offline mode of teaching will be imparted by researcher at REI Intermediate College, Dayalbagh Educational Institute. On the other hand simultaneously, this teaching will be conducted/transmitted by Synchronous mode at Rajaborari and Timarni ICT Centres.

There will be two phases of teaching:

First phase includes teaching at REI Intermediate College by Offline mode and students of Rajaborari and Timarni ICT Centres will be joined through Synchronous mode.

Second phase includes teaching at Rajaborari and Timarni ICT Centres by Offline mode and students of REI Intermediate College students will be joined through Synchronous mode.

The design of the experiment will be as mentioned below:

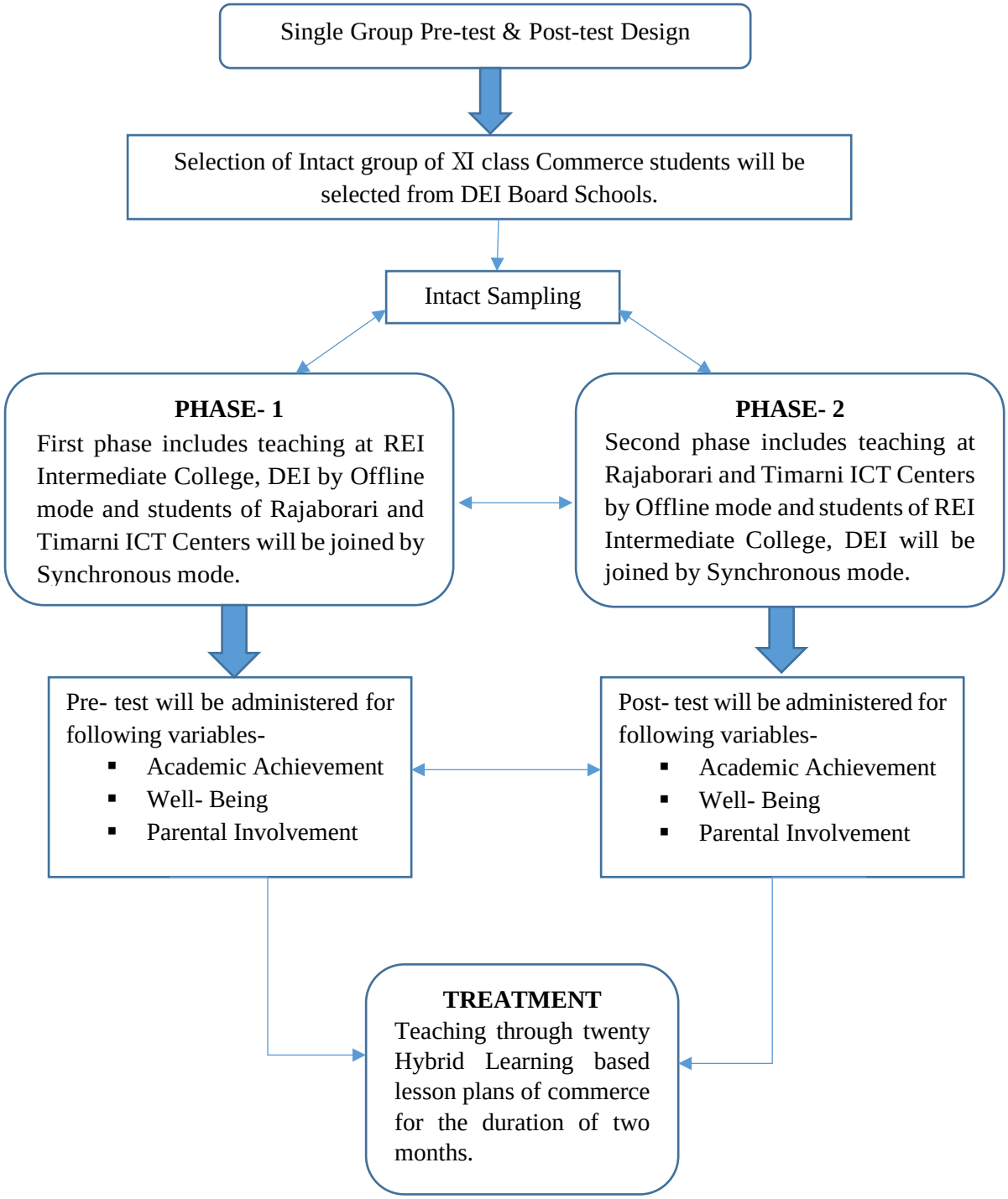
Single Group Pre-test & Post-test Design
Selection of Intact group of XI class Commerce students will be selected from DEI Board Schools.
Intact Sampling
PHASE- 1
First phase includes teaching at REI Intermediate College, DEI by Offline mode and students of Rajaborari and Timarni ICT Centers will be joined by Synchronous mode.
PHASE- 2
Second phase includes teaching at Rajaborari and Timarni ICT Centers by Offline mode and students of REI Intermediate College, DEI will be joined by Synchronous mode.
Pre- test will be administered for following variables-
Academic Achievement
Well- Being
Parental Involvement
Post- test will be administered for following variables-
Academic Achievement
Well- Being
Parental Involvement
TREATMENT
Teaching through twenty Hybrid Learning based lesson plans of commerce for the duration of two months.

Figure 2: Showing the Design of the present study

13.0.0 PROCEDURE OF THE STUDY

Present study will be carried out in the following phases, which has subsequent stages, which are as follow:

PHASE 1. Construction of Hybrid Learning based lesson plans

The foremost phase in the method of the present study is construction phase, which involve the construction of the Hybrid Learning based lesson plans and this phase will consists of the following stages:-

Stage 1: Planning for development Hybrid Learning lesson plans.

Stage 2: Preparation of first draft of lesson plans.

Stage 3: Analysis will be done with reference to problem occurred during teaching process.

Stage 4: Preparation of final draft of lesson plans.

PHASE 2. Implementation of Hybrid Learning based lesson plans

This phase will involve the implementation of twenty Hybrid Learning based lesson plans on the selected group and the intervention period will be of two months, this phase will consist of the following stages:

Stage 1: Implement Hybrid Learning based lesson plans to selected students.

Stage 2: Provide accessibility of content based on Hybrid Learning to selected students.

PHASE 3. Construction and administration of tools

This will be the superior phase of the study, this phase will deal with the study to analysis the effect of Hybrid Learning on students Achievement, Well- being and Parental Involvement in this whole process firstly, and this test will be constructed and then administered to selected groups of student. This phase will consist of the following stages:

Stage 1: preparation of first draft of Academic Achievement test.

Stage 2: Validation through experts.

Stage 3: Preparation of final draft of Academic Achievement test.

Stage 4: Administration of tools for the variables Academic Achievement, Well- Being and Parantal Involvement.

PHASE 4. Evaluation of Objectives and Testing of Hypotheses

This will be the final phase of the study, this phase will involve the evaluation of objectives and testing the hypotheses. Firstly, the data will be collected and then hypotheses will be tested on the basis of obtained scores. This phase will consist of the following stages:

Stage 1: Collection of the data from the selected group.

Stage 2: Qualitative and Quantitative analysis of data.

14.0.0 TOOLS TO BE USED

In order to measure the Effect of Hybrid Learning on Academic Achievement, Well-Being and Parental Involvement a following tools will be used:

Table 1: Showing the various tools will be used by the researcher:

S.No.	Name of Tools	Author	Nature	Group/ Individual	Level	Brief description
1.	Academic Achievement Test	Self-Constructed	Verbal	Group	Secondary level	This test consists items which will be based on such type of numerical score indicating how much an individual is motivated in field of academic achievement.
2.	Well-Being Index (WBI) (2017)	V.L Chauhan and Varsha Sharma	Verbal	Group	Secondary level	The (index) scale consists 50 items which are divided in to six dimensions which are emotional, Psychological, social, spiritual, and physical and self-awareness.
3.	Parental Involvement Scale (PIS) (2019)	Vijaya Laxmi Chauhan and Gunjan Gantora Arora	Verbal	Group	Secondary level	This scale consists 25 items on the basis of three dimensions such as connection, monitoring and psychological autonomy.

15.0.0 STATISTICAL TECHNIQUES TO BE EMPLOYED

The data will be analyzed in light of objectives of the study both qualitatively as well as quantitatively. Certain Descriptive and Inferential statistics will be used in order to describe the nature and distribution of the scores obtained by various tests. This will include following methods analysis:

1. Mean: Mean value will be calculated for the distribution of achievement scores, well- being scores and parental involvement scores.

2. Standard Deviation: The calculation of standard deviation will be used to study the variation in the scores.

3. T-test: Inferential statistics techniques such as T-test will be calculate for testing significance of the difference between mean and standard deviation of experimental and control group on the bases of pre-test, post-test scores.

5. Graphical Representation will be used for presenting data and result in visual form.

16.0.0 SIGNIFICANCE OF THE STUDY

Teaching is a challenging one those who have passion towards profession only can come out surely, teacher cannot satisfy all the learners' needs with the aid of teaching only. There are individual difference among students has been proven so Teacher has to select appropriate instructional methods, strategy, approach to teach and reach the subject content to all the individuals. Hybrid Learning is the best option to teachers where all the learners could be involved in the activities actively, joyfully as well as meaningfully. The teaching landscape is rapidly changing; the technological rise of the 21st Century widespread integration of those technologies in to our society, combined with access to the internet has integrally changed teaching in just a few years. Teaching methods need to evolve to keep up with times and incorporate integrated technologies in to the learning model.

Hybrid Learning is a natural development to the growing accessibility of e-learning, online resources and the continued need for a human component in the learning experience. Hybrid Learning approach ensures that the learner is engaged his or her individual learning experiences. Hybrid Learning also helps cater to the individual needs to the learner, most students have unique learning styles and Hybrid Learning is more likely to cater to those needs than a traditional classroom teaching experience. It also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace. In Hybrid Learning environments, learners cooperate actively. The learners acquire existing knowledge and actively create new knowledge for given task performance in the process of sharing knowledge with the peers.

Hence, with the view of these opinions, educational practices designed within blended environments are beneficial to the students in terms of contentment, learning, attention and Motivation. Hybrid Learning offers improved pedagogy, increased access to knowledge, fostered social interaction between learners. Easy use of multiple modalities in Hybrid Learning and provides better support for different learning

styles among secondary students reveals that Hybrid Learning is a pedagogical alternative to traditional classroom learning.

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